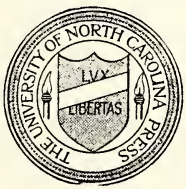
SCHOOL OF EDUCATION BULLETIN No. 6

JUNE, 1924 NUMBER 211

THE UNIVERSITY OF NORTH CAROLINA RECORD



THE SCHOOL *of* EDUCATION

ANNOUNCEMENTS

1924-1925

THE UNIVERSITY OF NORTH CAROLINA PRESS
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CALENDAR

THE COLLEGE YEAR

The college year is divided into Fall, Winter, and Spring Quarters of approximately eleven and one-half weeks each, and a Summer Session of twelve weeks. There is a Thanksgiving recess of three days, a Christmas recess of approximately two weeks, and an Easter recess of seven days.

1924	**Fall Quarter**
September 10-13	*Wednesday to Saturday.* Examinations for Removal of Conditions. Entrance Examinations.
September 16 and 17	*Tuesday and Wednesday.* Registration for Fall Quarter.
September 18	*Thursday.* Fall Quarter begins.
October 11	*Saturday.* University Day Exercises.
November 26	*Wednesday.* Thanksgiving Recess begins (1:00 P. M.).
December 1	*Monday.* Thanksgiving Recess ends (8:30 A. M.).
December 17	*Wednesday.* Fall Quarter Examinations begin.
December 20	*Saturday.* Fall Quarter ends. Christmas Recess begins.
1925	**Winter Quarter**
January 5	*Monday.* Registration for Winter Quarter completed.
January 6	*Tuesday.* Winter Quarter begins.
February 2	*Monday.* Candidates for Mangum Medal Announce Subjects to their Respective Deans.
March 17	*Tuesday.* Winter Quarter Examinations begin.
March 20	*Friday.* Winter Quarter ends.
	Spring Quarter
March 21	*Saturday.* Spring Quarter begins. Registration for Spring Quarter completed.
April 11	*Saturday.* Easter Recess begins (1:00 P. M.).
April 20	*Monday.* Easter Recess ends (8:30 A. M.).
May 2	*Saturday.* Selection of Commencement Orators.
June 2	*Tuesday.* Spring Quarter Examinations begin.
June 5	*Friday.* Spring Quarter Examinations end.
June 7-10	*Sunday to Wednesday.* Commencement Exercises.
June 9	*Tuesday.* Alumni Day. Meeting of the Board of Trustees.
June 10	*Wednesday.* Commencement Day.

OFFICERS OF ADMINISTRATION

The University

Harry Woodburn Chase, Ph.D., LL.D., *President.*

Walter Dallam Toy, M.A., *Secretary of the Faculty.*

Charles Thomas Woollen, *Business Manager.*

Julius Algernon Warren, *Treasurer and Bursar.*

Thomas James Wilson, Jr., Ph.D., *Registrar.*

George Kenneth Grant Henry, Ph.D., *Assistant Registrar.*

Francis Foster Bradshaw, A.B., *Dean of Students.*

Mrs. Marvin Hendrix Stacy, *Adviser to Women.*

Louis Round Wilson, Ph.D., *Librarian.*

Charles Melville Baker, A.M., B.L.S., *Assistant Librarian.*

Chester DeForest Snell, B.H., B.S., *Director of Extension Division.*

Robert Baker Lawson, M.D., *Director of the Gymnasium.*

William McKeithan Fetzer, A.B., *Director of Athletics.*

Eric Alonzo Abernethy, M.D., *University Physician.*

Harry Fulcher Comer, B.S., *General Secretary, Y. M. C. A.*

THE SCHOOL OF EDUCATION

Officers

HARRY WOODBURN CHASE, Ph.D., *President of the University.*

NATHAN WILSON WALKER, A.B., Ed.M., *Acting Dean of the School of Education.*

MARION REX TRABUE, Ph.D., *Director of the Bureau of Educational Research.*

MRS. LOUISE COFFEY PICKARD, *Secretary to the Dean.*

ADA VIELE, A.B., *Statistical Assistant, Bureau of Educational Research.*

ALMA HILL JAMISON, *Librarian of the School of Education.*

The Administrative Board

MARCUS CICERO STEPHENS NOBLE,* *Professor of Pedagogy and Dean of the School of Education.*

NATHAN WILSON WALKER, A.B., Ed.M., *Professor of Secondary Education, Director of the Summer School, and Acting Dean of the School of Education.*

EDGAR WALLACE KNIGHT, Ph.D., *Professor of Rural Education.*

MARION REX TRABUE, Ph.D., *Professor of Educational Administration and Director of the Bureau of Educational Research.*

ARTHUR MELVILLE JORDAN, Ph.D., *Professor of Educational Psychology.*

ESEK RAY MOSHER, Ed.D., *Professor of Education.*

JAMES FINCH ROYSTER, Ph.D., *Kenan Professor of English Philology and Dean of the College of Liberal Arts.*

ROBERT DIGGS WIMBERLY CONNOR, Ph.B., *Kenan Professor of History and Government.*

HOWARD WASHINGTON ODUM, Ph.D., *Kenan Professor of Sociology and Director of the School of Public Welfare.*

ANDREW HENRY PATTERSON, A.M., *Professor of Physics and Dean of the School of Applied Science.*

* Temporarily relieved of administrative duties.

FACULTY

MARCUS CICERO STEPHENS NOBLE,* *Professor of Pedagogy and Dean of the School of Education.*

Student, Davidson College and University of North Carolina; Commandant, Bingham School, 1880-1883; Superintendent of Schools, Wilmington, N. C., 1883-1898; Professor of Pedagogy, University of North Carolina, 1898—; Dean of the School of Education, *ibid.*, 1913—.

NATHAN WILSON WALKER, A.B., Ed.M., *Professor of Secondary Education, Director of the Summer School, and Acting Dean of the School of Education.*

A.B., University of North Carolina, 1903; Superintendent of Schools, Ashboro, N. C., 1903-1905; State Inspector of Public High Schools, 1907-1920; Ed.M., Harvard University, 1921; Professor of Secondary Education, University of North Carolina, 1905—; Acting Dean, School of Education, 1921—.

EDGAR WALLACE KNIGHT, Ph.D., *Professor of Rural Education.*

A.B., Trinity College (N. C.), 1909; A.M., *ibid.*, 1911; Master in History, Trinity Park School, 1909-1911; Fellow in Education, Columbia University, 1912-1913; Ph.D., *ibid.*, 1913; Assistant Professor of Education, Trinity College, (N. C.), 1913-1916; Professor of Education, *ibid.*, 1916-1917; Superintendent of Wake County Schools, 1917-1918; Professor of Rural Education, University of North Carolina, 1919—.

MARION REX TRABUE, Ph.D., *Professor of Educational Administration and Director of the Bureau of Educational Research.*

A.B., Northwestern University, 1911; A.M., Columbia University, 1914; Ph.D., *ibid.*, 1915; High School Principal, Fairbury, Ill., 1911-1912; Hinsdale, Ill., 1912-1913; Instructor in Educational Administration, Teachers College, Columbia University, 1915-1917; Assistant Professor of Education, *ibid.*, 1917-1922; Director, Bureau of Educational Service, *ibid.*, 1919-1922; Chief Psychological Examiner for United States Army in Camps Taylor and Grant, and Captain, Adjutant General's Office, 1917-1918; Professor of Educational Administration, University of North Carolina, 1922—; Director, Bureau of Educational Research, *ibid.*, 1923—.

* Temporarily relieved of administrative duties.

ESEK RAY MOSHER, A.M., Ed.D., *Professor of Education.*

B.A., University of Minnesota, 1903; A.M., Western Reserve University, 1907; Ed.M., Harvard University, 1921; Ed.D., *ibid.*, 1924; Professor of Mathematics and Commandant, State Normal and Industrial School, Ellendale, North Dakota, 1904-1906; Supervisor of Instruction, Evening School System, Cleveland, Ohio, 1906-1907; Professor of Mathematics, State Normal College of the University of Montana, Dillon, 1907-1921; Vice-President, *ibid.*, 1912-1921; Acting President, *ibid.*, March-September, 1919; Professor of Educational Psychology, State Normal School, Salem, Massachusetts, 1921-1923; Professor of Education, University of North Carolina, 1923—.

ARTHUR MELVILLE JORDAN, Ph.D., *Professor of Educational Psychology.*

A.B., Randolph-Macon College, 1907; A.M., Trinity College (N. C.), 1909; Student University of Chicago, 1912-1913; Ph.D., Columbia University, 1919; Teacher, Vanderbilt Training School, Elkton, Kentucky, 1907-1908; Principal, Henderson, N. C., High School, 1909-1910; Superintendent, Williamston, N. C., Schools, 1910-1912; Substitute Teacher in Education, Northern State Normal School, Marquette, Michigan, 1913; Principal, DePauw Academy, DePauw, Indiana, 1913-1914; Instructor in Education, University of Arkansas, 1914-1915; Assistant Professor of Education, *ibid.*, 1915-1917; Professor of Psychology and Education, *ibid.*, 1919-1923; Professor of Educational Psychology, University of North Carolina, 1923—.

PAUL WASHINGTON TERRY, Ph.D., *Professor of Education.*

B.S., Vanderbilt University, 1909; M.A., Columbia University, 1915; Ph.D., University of Chicago, 1920; Head of Department of English, High School, Sherman, Tex., 1911-1914; instructor in French and German, Mississippi Agricultural and Mechanical College, 1910-1911; Professor of Education, Southern Methodist University, 1915-1917; Assistant Professor of Education, University of Washington, 1920-1924; Professor of Education, University of North Carolina, 1924—.

BANJAMIN ALONZO STEVENS, M.A., *Assistant Professor of Education.*

Graduate, La Crosse, Wisconsin, State Normal School, 1912; Ph.B., University of Wisconsin, 1914; Graduate Student, University of Minnesota, 1918-1919; Graduate Student, Columbia University, 1922-1923; M.A., *ibid.*, 1923; teacher in county schools in Minnesota; Superintendent of Schools, Ouray, Colorado, 1914-1916; Principal,

Breck School, St. Paul, Minnesota, 1917-1919; Superintendent of Schools, Goodman, Wisconsin, 1919-1921; Instructor in Education, Emory University, Summer Session, 1923; Director of Educational Research, City Schools, Charlotte, N. C., 1923-1924; Assistant Professor of Education, University of North Carolina, 1924—.

William Oscar Hampton, B.S. in Ed., *Fellow in Education.*

B.S. in Education, Southeast Missouri State Teachers College, 1921; Student, George Peabody College; Graduate Student, University of North Carolina, Summer Term, 1923, Spring Quarter, 1924, and Summer Quarter, 1924; Principal, High School, Fayette, Missouri; Superintendent of School, Clarkton, Missouri; Instructor in Mathematics and Education, Cullowhee Normal School, 1921-1922; Principal, Sylva High School, 1922-1924; Teaching Fellow in Education, University of North Carolina, 1924-1925.

ADMISSION TO THE UNIVERSITY

Candidates for admission to the University are received by certificate from accredited schools or by examination.

Entrance By Certificate. Students who present certificates of work accomplished at preparatory schools and colleges may be admitted without examination, provided the certificates are approved. The right to examine, however, is reserved, when such a course is deemed necessary. Certificates must be made out on the printed forms furnished on application to the Registrar, and should be sent in as early as possible in the summer vacation; the uniform entrance certificates of the Association of Colleges and Secondary Schools of the Southern States will also be accepted. Candidates must present themselves in person before the Committee on Entrance Certificates within the period of registration (*September 16 and 17, 1924.*)

Entrance By Examination. Entrance examinations are held in September. The University will accept the uniform entrance examination papers of the Association of Colleges and Secondary Schools of the Southern States, provided such papers are properly vouched for and sent sealed to the University for grading. The University will accept also the certificates of the College Entrance Examination Board. Candidates for admission by examination must make application to the Registrar in writing two weeks before the date for registration. Time and place for examinations will be arranged by the Registrar.

Admission to Advanced Standing

A candidate for advanced standing may be admitted to the Sophomore, Junior, or Senior Class, in accordance with the amount and character of his previous training. The examining committee will accept, with proper restrictions, the official report of work satisfactorily completed at a college or university of good standing. All credits allowed by this committee stand in suspense until the candidate shall have spent one quarter in residence. If his work during this quarter is unsatisfactory, the credits may be canceled.

A candidate for advanced standing must send to the Registrar his application accompanied by an official transcript of his previous record at least two weeks before the date for registration. Blank forms may be secured by writing to the Registrar.

The Entrance Requirements

For admission to the University of North Carolina, fifteen units secured by the completion of a four-year high school course are required. The applicant must either present an official certificate showing his preparatory work and the recommendations of his school, which must be on the list of accepted schools, or stand entrance examinations on an equivalent amount of preparatory work.

It must be clearly understood that *admission to the University does not, necessarily, mean admission to candidacy for a degree.*

In order for a student to be admitted as a candidate for a degree, he must meet the specific requirements laid down by the school or college in which that degree is conferred. (See The Catalogue, pages 51-60). In some cases this will make it necessary for the candidate to carry certain courses as prerequisites over and above the courses prescribed for the degree, or to make up certain deficiencies. These deficiencies must be made good before the student may register for his Sophomore year.

The preparatory student should decide, therefore, as early as possible, for which degree he wishes to become a candidate and carry such courses in his preparatory school as will admit him to candidacy for that degree.

Subjects Accepted for Entrance

English	3 or 4 units
History	4 units
Mathematics	4 units
Greek	3 units
Latin	4.7 units
French	3 units
German	3 units
Spanish	3 units
Botany	1 or 0.5 unit
Chemistry	1 or 0.5 unit
Physics	1 or 0.5 unit

Physiology	0.5 unit
Zoology	1 or 0.5 unit
General Science	1 or 0.5 unit
Physiography	1 or 0.5 unit
Drawing	1 unit
Civics	0.5 unit

Vocational subjects:

Commercial Geography	0.5 unit
General Agriculture	2 units
Bookkeeping	1 unit
Commercial Arithmetic	1 unit
Stenography and Typewriting	1 unit
Manual Training	2 units

The Graduate School

Holders of bachelors' or higher degrees from standard colleges are admitted to the Graduate School upon presentation of their credentials and without examination. Upon the vote of the Administrative Board other mature persons may be admitted as special students in courses for which they are qualified.

NOTE, that as many as four (4) units in English, four (4) units in history, and two (2) units in agriculture may be accepted. This amount of credit will be allowed only when the Registrar is satisfied that the work done in these subjects at any given school is of a superior order.

NOTE FURTHER: One (1) unit in any of the sciences will be allowed only when satisfactory work is done in the laboratory as evidenced by the notebook, otherwise only one-half (.5) unit will be allowed. In vocational subjects not more than a total of three units will be credited.

THE SCHOOL OF EDUCATION

Admission Requirements

The requirements for admission to candidacy for the degree of A.B. in Education are as follows:

English, *a, b, c,*			3 or 4 units
History *a,*			1 unit
Mathematics, *a, b, c,*			2.5 units
Select Two	Greek *a, b,*	2 units	4 or 5.7 units
	Latin *a, b, c, d,*	3.7 units	
	German *a,*	2 units	
	French *a,*	2 units	
	Spanish *a,*	2 units	
Electives			4.5 or 1.8 units
Total			15 units

NOTE, that two foreign languages to the amount of not less than four (4) units are required for admission to candidacy for the degree of A.B. in Education.

NOTE FURTHER: American History is a required subject for admission to candidacy for the degree of A.B. in Education.

EXPENSES

Every effort is made to reduce to the lowest point the necessary expenses of an education at the University. The entire annual expenses need not exceed $500 and they frequently may be reduced to $400.

MATRICULATION FEES

School of Education:

Tuition Fee, each quarter	$20.00
*Matriculation Fee, each quarter	12.00
Publications Fee, each quarter	1.83
Laundry Fee, each quarter	8.50
Total, each quarter	$42.33

* This fee includes the gymnasium fee, the library fee, the fee for attendance of the University physician.

Board

Excellent board is furnished at Swain Hall for $22.00 a month. A few students can earn their board by waiting on the tables.

Board without room can be obtained in the town from $22.50 to $35.00 a month.

Dormitory Accommodations

Accommodations for something over thirteen hundred students are available in the University dormitories. For a list of the dormitories see pages 32-33 of the Catalogue.

All rooms in the dormitories are completely furnished. Students will, however, provide their own pillow, bed linen (for single beds) and towels.

Room rent ranges from $5.00 to $9.50 a month for each occupant, the price depending upon the location of the room. This charge includes light, heat and service.

FREE TUITION

By an act of the General Assembly of 1887, free tuition is given to teachers in the schools of North Carolina and to prospective teachers who are residents of the State. In order to secure free tuition, the student applying for the privilege must sign an agreement to teach in North Carolina for at least two years within a period of three years after leaving the University. This provision for free tuition is administered through the School of Education, and students availing themselves of the opportunity it affords are required to register through this school. This does not mean that all who avail themselves of the free tuition privilege for teachers shall register for the degree of A.B. in Education; but it does mean that each one who takes advantage of this provision will be required to meet the professional requirements which the State now demands of one of his academic standing—that is, two professional courses for one who completes the sophomore year; four for one who completes the junior year; and six for one who completes the senior year. A student applying for the free tuition privilege, therefore, may register for either the A.B. degree in the College of Liberal Arts or for the A.B. in Education.

Each student accepting the teacher's fee tuition privilege must complete in the School of Education the number of professional courses required by the State Department of Education for that grade of certificate to which his academic standing would

entitle him. The grades of certificates issued and the academic and professional requirements for each are as follows:

Class of Certificate	College Courses	Professional Courses
A	36 (including)	6
B	27 (including)	4
C	18 (including)	2

PURPOSES

The primary purpose of the School of Education is to prepare young men and young women for the more responsible teaching positions, principalships, and superintendencies. Adequate preparation for such positions is required by statutory provision in all progressive American states. Every state is now spending vast sums of money for the education of the youth of the land. It is one of the primary functions, therefore, of the School of Education in a state university to fit prospective teachers and educational workers for their careers by developing in them the necessary knowledge, attitudes, ideals, and skill for successful teaching and administration.

CURRICULUM LEADING TO THE DEGREE OF A.B. IN EDUCATION

Academic Requirements

Modern education postulates that in determining the sort of training a student should get the following considerations should not be overlooked: (1) his interests and abilities, (2) the use his training is likely to be to him, and (3), the needs and demands of modern life. The curriculum, therefore, is not the fixed, rigidly prescribed something it once was. There is less emphasis on general disciplinary values and more emphasis on the development of specific traits, individual abilities, and specialized skills. No longer does any single subject, or fixed group of subjects, hold the key to the world's culture, knowledge, or opportunities. These principles are frankly recognized and are incorporated in the curriculum set up by the School of Education leading to the degree of A.B. in Education.

The requirements for this degree are, in brief, as follows: First, there is a sharp differentiation between the *academic* and the *professional* parts of the curriculum. Of the thirty-six courses

required for the degree, twenty-seven fall in the *academic* group, and nine in the *professional* group. In the Freshman and Sophomore years the academic requirements are very much the same as they are in any good college of Liberal Arts: 3 courses in English, 2 courses in History, 2 courses in Mathematics, 3 courses in one Foreign Language, preferably Latin or French, 2 courses in each of two branches of Natural Science,* one of which must be Physics or Chemistry, 2 courses elective. In the Junior and Senior years, the student takes 4 courses in his major academic field and 2 courses in his minor academic field. Both his academic major and his academic minor must be chosen from branches taught in the high schools. The remaining academic courses are elective. This plan enables the student to lay a broad cultural foundation in the first two years of his college course, and in the last two to specialize in some academic field in which he is interested and has shown that he has some ability. At the end of his course he goes out with a degree of mastery at least in one or two academic fields. Moreover, there is awainting him the opportunity to put such training to immediate use in the teaching field. If a student in his undergraduate days thinks he may, after teaching a few years, wish to take up the study of law, he can lay a broad foundation for it through history, government, economics, etc. Or, if he thinks he may later wish to study medicine, he has the opportunity to lay the foundation for such study by specializing in the Natural Sciences.

The specified academic requirements for the first two years of this curriculum are as follows:

English, 1, 3, 4.
History, 1-2.
Mathematics, 1-2.
Natural Science, 4 courses—2 courses in each of two branches, unless the student prefers to elect 2 foreign languages, in which case only 2 courses in one branch of Natural Science are required.
Chemistry, 1-2.
Physics, 1-2.
Geology, 1-2.
Botany 1 and Zoology 1.

* The student who prefers to offer 3 courses in each of two foreign languages, instead of 2 courses in each of two branches of Natural Science, may do so. In this case, 2 courses in either Chemistry or Physics will satisfy the requirement in Natural Science.

Foreign Language, 3 courses beyond entrance requirements in one language, preferably Latin 1, 2, 3, or French 3, 4, 5. The student may, with the approval of the Dean, offer some other foreign language, as German 3, 4, 5, or Spanish 3, 4, 5, or Greek 3, 4, 5.

The required and elective academic courses for the degree of A.B. in Education are not described in this bulletin. For a description of them, the reader is referred to the University Catalogue.

Professional Requirements

Of the nine professional courses required for the degree of A.B. in Education, 4 are prescribed, and 2 are group electives. The remaining 3 courses may, with the approval of the Dean of the School of Education, be chosen in Education, Psychology, or Sociology.

The required professional courses are as follows:

Education 1—An Introduction to Educational Psychology (or Psychology 1-2).
Education 20—Educational Psychology.
Education 51—Principles of Secondary Education.
Education 52—General Methods in Secondary Education.
Educational History—one course—(Education 26, 29, 36, or 37.)
Educational Measurements—one course—(Education 43, 56, 62, or 64.)
Elective, 3 courses.

All required professional courses and all elective courses in Education are described in this bulletin.

All courses must be approved by the Acting Dean before they are accepted by the Registrar.

Courses in Other Departments Carrying Professional Credit for Teachers

With the approval of the Dean of the School of Education, certain courses given by other departments of the University may be accepted as electives for professional credit toward the degree of A.B. in Education and toward meeting the State's professional certification requirements for teachers. Attention is called particularly to the following undergraduate courses which may, with the approval of the Dean, be thus credited:

English 91—The Teaching of English in the High School.
Latin 11—The Teaching of Latin in the High School.
Mathematics 51—The Teaching of Mathematics in the High School.

Psychology 1-2—General Psychology—which is interelective with Education 1 as one professional course.
Psychology 22—The Psychology of Learning.
Psychology 26—Child Psychology.
Psychology 30—Social Psychology.
Sociology 1—The Elements of Sociology.
Sociology 2—Principles of Sociology.
Sociology 4—Educational Sociology.
Sociology 10—The Study of Social Problems.
Sociology 24—The Philosophy of Play.

GRADUATE WORK IN EDUCATION: HIGHER DEGREES

The School of Education is prepared to offer a fairly wide range of graduate work as will be seen from the list of courses announced in this bulletin. Graduate students in Education working for advanced degrees, Master of Arts, Master of Science, and Doctor of Philosophy, register in the Graduate School of the University.

LIBRARY FACILITIES

In addition to the library facilities afforded by the General Library, the School of Education has its own departmental library of over two thousand bound volumes and several thousand pamphlets, periodicals, and school reports. Here are to be found most of the more important recent books on education printed in English, all the more important educational journals and periodicals, to which the Library is a regular subscriber, and a large collection of state and city school reports. This library is housed in Peabody Hall and is in charge of a trained librarian. In addition to an adequate stack room, there is a well appointed reading room.

The Educational Library is open on week days from 9 A. M. to 1 P. M., and from 2 P. M. to 5 P. M.; and on week day evenings from 7 P. M. to 10 P. M.

CONSPECTUS OF COURSES IN EDUCATION, 1924-1925

Cat. No. of Course	Descriptive Title	Credit	Instructor	When Given
1	Introduction to Educational Psychology	1	Jordan	F-W-S
4	Theory and Practice of Education	1	Noble	W
5	Library Administration	½	Wilson	W
20	Educational Psychology	1	Jordan	F-S
26	Public Education in the South	1	Knight	F-W
29	History of Education in North Carolina	1	Noble	F-S
31	Rural School Organization and Administration	1	Knight	W
36	Foundations of Modern Education	1	Knight	W
37	History of American Education	1	Knight	F
41	Introductory Course in Educ. Adm.	1	Trabue	W
43	The Elements of Statistical Methods	1	Trabue and Hampton	S
46	Classroom Management	1	Trabue and Hampton	W
48	Classification of Pupils and Supervision of Instruction	1	Trabue and Hampton	S
51	Principles of Secondary Education	1	Walker	F-W
52	General Methods in Secondary Education	1	Walker	W-S
55	Social Policy and Education	1	Walker	F
56	Tests and Measurements in Secondary Education	1	Trabue and Hampton	S
64	Mental Measurements	1	Jordan	W
101	Problems in Secondary Education	½, 1, or 1½	Walker	F-W-S
103	Problems in Educational Administration	½, 1, or 1½	Trabue	F-W-S
104	Problems in Educational Measurements	½, 1, or 1½	Trabue and Jordan	F-W-S
110	Problems in Educational Psychology	½, 1, or 1½	Jordan	F-W-S
126	Foundations of Education	½, 1, or 1½	Knight	F-W-S
140	Thesis Course			F-W-S

COURSES

1. FUNDAMENTALS OF EDUCATION: AN INTRODUCTION TO EDUCATIONAL PSYCHOLOGY. Sophomore course. Required of all students in the School of Education who do not elect Psychology 1-2.

   Education is viewed in this course as a series of changes in individual pupils. The elementary principles of educational psychology will be illustrated and studied briefly through assigned readings, experiments, and discussion. *Five hours a week. Every quarter.* Credit, 1 course. Professor Jordan.

2. PRINCIPLES OF EDUCATION. Sophomore course. (Not offered in residence, 1924-'25.)

   This course is introduced to give the student a general introduction to the field of education. It has two main objectives: first, to give information about the school as an institution in modern society; second, to indicate concretely some of the problems of the school and to acquaint the student with the modern scientific approach to such problems. It is designed for any student whether he intends to be a teacher or not. Lectures, readings, discussions, and reports. *Five hours a week.* Credit, 1 course.

3. METHODS IN EDUCATION. (Not offered, 1924-'25.)

4. THE THEORY AND PRACTICE OF EDUCATION. Junior and Senior elective.

   A study of the theory and practice of education from the viewpoint of both the teacher and the citizen; the selection of the material of instruction; the development and arrangement of the curriculum for the grammar schools and the high schools. Lectures, textbooks, and assigned readings. *Five hours a week. Winter quarter.* Professor Noble.

5. LIBRARY ADMINISTRATION: THE USE OF BOOKS. Junior and Senior elective.

   Instruction is given as to the kind of information specific reference books, dictionaries and encyclopedias contain. Special emphasis is laid on methods of finding material for use in the preparation of themes, essays, debates, orations and of assisting others in finding material in school or public libraries for school use. Practice at the reference of the University Library and the preparation of an extensive list of readings on some subject to be assigned will be required. Lectures, assigned readings, textbooks. *Three hours a week. Winter quarter.* Credit, ½ course. Professor L. R. Wilson.

6. THE RURAL SCHOOL CURRICULUM (Not offered in 1924-'25.)

12. EXPERIMENTAL EDUCATIONAL PSYCHOLOGY. (Not offered in 1924-1925.)

20. EDUCATIONAL PSYCHOLOGY. Prerequite, Education 1 or Psychology 1-2. Required of all students in the School of Education. To consider critically different topics, such as original nature of man, heredity versus environment, kinds of learning and factors influencing learning, individual differences, mental hygiene, mental measurement is the purpose of this course. Texts and lectures. *Five hours a week. Fall or Spring quarter.* Credit, 1 course. Professor Jordan.

22. EDUCATIONAL PSYCHOLOGY: THE PSYCHOLOGY OF LEARNING. (Not offered, 1924-'25.)

26. PUBLIC SCHOOL EDUCATION IN THE SOUTH. Junior and Senior elective.
This course gives a historical survey of public school education in Southern States with especial attention to its development in organization, administration, and supervision since 1876. Present-day questions in rural education are studied in the light of their historical development, and attention is given to the educational reorganizations needed for the proper solution of the new rural life problems. Textbook, lectures, investigations, and reports. *Five hours a week. Fall or Spring quarter.* Credit, 1 course. Professor Knight.

29. HISTORY OF EDUCATION IN NORTH CAROLINA. For Graduates and Advanced Undergraduates.
The purpose and development of education in North Carolina as seen in the work of public, private, charity, and church schools. A comparative study of public education in North Carolina and other selected typical states of the American Union. Lectures, discussions, and assigned readings. *Five hours a week. Fall or Spring quarter.* Credit, 1 course. Professor Noble.

30. RURAL EDUCATION. (Not offered, 1924-'25.)

31. RURAL SCHOOL ORGANIZATION AND ADMINISTRATION. Junior and Senior elective.
A course planned to meet the needs of students preparing to become rural school teachers, principals, supervisors, and superintendents. It gives consideration to the organization, administration, and supervision of rural school education in the United States, with especial emphasis on the present conditions in the South. The county as the unit of administration and support, federal aid and a national program for rural educational work, the application of the principles, agencies, and methods of supervision to the rural school will be studied. Textbooks, lectures, special investigations, and reports. *Five hours a week. Winter quarter.* Credit, 1 course. Professor Knight.

36. HISTORIC FOUNDATIONS OF MODERN EDUCATION. Junior and Senior elective.

This course traces the development of some of the more important educational problems of modern times as they have been affected by the social and political facts of history, by the contributions of the leading educational theorists, and by institutional practice. It deals with the growth of national systems of education and especially with the extension of popular education in the United States. Textbooks, lectures, investigations, and reports. *Five hours a week. Winter quarter.* Credit, 1 course. Professor Knight.

37. PUBLIC EDUCATION IN THE UNITED STATES. Junior and Senior elective.

The purpose of this course is to present the evolution of the educational practices and institutions of the United States. The elementary school, the secondary school, and the institutions of higher learning will be traced through: (a) The period of transplanting of European institutions; (b) the period of modifications of institutional life to meet new conditions; and (c) the period of development of an educational system of free common schools, high schools, state universities, and technical schools, in harmony with the political and social ideals and institutions of America. Textbook, lectures, investigations, and reports. *Five hours a week. Fall quarter.* Credit, 1 course. Professor Knight.

40. STATE EDUCATIONAL ORGANIZATION. (Summer quarter only.)

41. INTRODUCTORY COURSE IN SCHOOL ADMINISTRATION. Junior and Senior elective.

This course will consider some of the important problems of school administration, especially as these problems bear on the success of the teacher's work. Students without teaching experience, or teachers without a knowledge of administrative problems, should not register for the more specialized course in the field of administration until after completing this course. Textbook, observations, and discussions. *Five hours a week. Winter quarter.* Credit, 1 course. Professor Trabue and Mr. Hampton.

42. THE ELEMENTARY SCHOOL PRINCIPALSHIP. For Graduates and Advanced Undergraduates. (Not offered, 1924-'25.)

This course considers the duties, qualifications, and activities of the principal of an elementary school. Textbook, assigned readings, and special reports. *Five hours a week.* Credit, 1 course. Professor Trabue.

43. ELEMENTS OF STATISTICAL METHODS. Prerequite, Education 1 or Psychology 1-2.

The first meetings in this course will consider various methods of collecting data for educational, psychological, social, and economic investigations. The interpretation of data by graphic and mathematical devices, will be taught chiefly by examples. Numbering, tabulation, the calculation of averages and variabilities, the transmutation of measures, and simple correlations will be included. Students will be required to plan experiments and statistical investigations for the solution of problems in their own fields of interest. Readings, demonstrations, problems, reports, and critical discussion. *Five hours a week. Spring quarter.* Credit, 1 course. Professor Trabue and Mr. Hampton.

44. SCHOOL FINANCE. (Summer quarter only.)

45. THE JUNIOR HIGH SCHOOL. (Not offered in residence, 1924-'25.)

46. CLASSROOM MANAGEMENT. Advanced Undergraduates and Graduates.

A course for prospective teachers on the organization and direction of activities in the classroom as distinguished from the administration of an entire school. Class routine, lesson planning, conduct of the recitation, and extra-curricular activities will be included. Textbook, special readings, observations, and reports. *Five hours a week. Winter quarter.* Credit, 1 course. Professor Trabue and Mr. Hampton.

48ab. (a) THE CLASSIFICATION OF PUPILS. (b) THE SUPERVISION OF INSTRUCTION. For Graduates and Advanced Undergraduates.

These two courses are to be given as one in the year 1924-'25, although they will probably be given separately, each as a full course, in later sessions. Various methods and devices for securing a satisfactory classification of pupils and for improving instruction offered by teachers will be studied and discussed. A good course in educational measurements is prerequisite. Textbooks, investigations, reports, and discussion. *Five hours a week. Spring quarter.* Credit, 1 course. Professor Trabue and Mr. Hampton.

51. PRINCIPLES OF SECONDARY EDUCATION. Required of all students in the School of Education. Junior and Senior elective. Prerequisite, Education 1 or Psychology 1-2.

A study of the American high school, its evolution, organization, administration, functions, and problems. Special emphasis will be laid on the public high school in North Carolina. This course is designed especially to meet the needs of those students who are look-

ing toward principalships in small high schools. Textbooks, lectures, assigned readings. *The Principles of Secondary Education* by Inglis will be used as the basis of this course. *Five hours a week. Fall or Winter quarter.* Credit, 1 course. Professor Walker.

52. GENERAL METHODS IN SECONDARY EDUCATION. Required of all students in the School of Education. Junior and Senior elective. Prerequisite, Education 1 or Psychology 1-2.
The course deals with a general survey of the nature of the secondary school pupil and of the nature of the subject matter taught in secondary schools; a study of the laws of learning which underlie and determine the conduct of the recitation and the management of the class. Considerable attention is given to the types of learning involved in the different high school subjects and economical methods of instruction. The first half of this course is based upon Colvin's *Introduction to High School Teaching*; the second half, upon Parker's *Methods of Teaching in High Schools. Five hours a week. Winter or Spring quarter.* Credit, 1 course. Professor Walker.

54. THE PSYCHOLOGY OF HIGH SCHOOL SUBJECTS. (Summer quarter only.)

55. SOCIAL POLICY AND EDUCATION. For Graduates and Advanced Undergraduates.
Fundamental problems in the social and ethical theory of education. Lectures, prescribed readings, essays, and reports. This course deals with problems of social progress from the standpoint of education, attempts to define a social policy for education, and discusses the vital educational issues involved in that policy. *Five hours a week. Fall quarter.* Credit, 1 course. Professor Walker.

56. SUPERVISION AND MEASUREMENTS IN SECONDARY EDUCATION. Senior or Graduate. Prerequisite, Education 1 or Psychology 1-2.
Standard tests for measuring the results of secondary school instruction will be determined and discussed. An effort will be made to give students some familiarity with the methods and scales. *Five hours a week. Fall quarter.* Professor Trabue and Mr. Hampton.

61. PROFESSIONAL COURSE FOR SUPERINTENDENTS. (Summer quarter only.)

62. TESTS AND MEASUREMENTS IN ELEMENTARY EDUCATION. Senior or Graduate. Prerequisite, Education 1 or Psychology 1-2. (Not offered in residence, 1924-'25.)
Methods of measuring and improving the results of instruction in the elementary school. As much use as possible will be made of actual measured results. *Five hours a week.* Credit, 1 course. Professor Jordan.

64. MENTAL MEASUREMENTS. Junior and Senior elective. Prerequisite, Education 1 or Psychology 1-2.

A study of mental tests both individual and group. The origin of the tests will be first considered followed by a comparative study of the various types of group and individual tests. There will be ample opportunity offered for the actual administration of the tests and the interpretation of the results. *Five hours a week. Winter quarter.* Credit, 1 course. Professor Jordan.

101. PROBLEMS IN SECONDARY EDUCATION. Graduate.

This course is intended for advanced students and is primarily a course in investigation. To be admitted to it, a student must have pursued other courses in secondary education. Students who have not taken Education 51 may be admitted only with special permission of the instructor. At the beginning of the course each student is required to select some one problem for special investigation. The problem for investigation may be chosen by the student but must be subject to the approval of the instructor both as to field and method. A thesis will be required of each student. Throughout the year regular class discussions will be held on various problems in secondary education and assigned readings will be required. *Two hours a week. Fall, Winter, and Spring quarters.* Credit, ½, 1, or 1½ courses. Professor Walker.

103. PROBLEMS IN EDUCATIONAL ADMINISTRATION. Graduate.

A graduate course offering opportunity for intensive study and research on selected problems in the field of educational administration. The problems will be selected by the class each year, making it possible for the student to take this course more than once. Prerequisites: Education 40 and 41, or their equivalent. *Two hours a week. Fall, Winter, and Spring quarters.* Credit, ½, 1, or 1½ courses. Professor Trabue.

104. PROBLEMS IN EDUCATIONAL MEASUREMENTS. Graduate.

Students who wish to specialize in educational measurements may take this course more than once if desired, for the problems considered will differ from year to year. Prerequisite: Education 62 or 56. *Two hours a week. Fall, Winter, and Spring quarters.* Credit, ½, 1, or 1½ courses. Professor Trabue.

110. PROBLEMS IN EDUCATIONAL PSYCHOLOGY. Graduate. Prerequisites: Education 1 or Psychology 1-2, and preferably one other course in Educational Psychology.

A graduate course treating intensively of the fundamental facts of educational psychology. This course is designed for those who intend to major in educational psychology and for all those who wish a

thorough grounding in the psychological principles of Education. *Two hours a week. Fall, Winter, and Spring quarters.* Credit, ½, 1, or 1½ courses. Professor Jordan.

126. FOUNDATIONS OF EDUCATION IN THE SOUTH. Graduate.
This is a research course in modern educational practices and institutions and is open only to those advanced students who have had Education 26, or Education 36, or its equivalent. Various educational agencies will be studied through investigations, reports, and conferences. *Two hours a week. Fall, Winter, and Spring quarters.* Credit, 1 course. Professor Knight.

140. SEMINAR IN EDUCATION. Thesis Course.
This is a course of strictly graduate grade in which there will be taken up such work as is necessary for each student in connection with the writing of his degree thesis. It is intended for those students whose graduate major is in Education, but students whose thesis topics are closely related to Education are invited to attend and to take part in the discussions. The class will meet for two hours each week through the year. *Two hours a week.* Professors in The School of Education.

151. PRINCIPLES OF SECONDARY EDUCATION. Graduate.
(Summer quarter only.)

EXTENSION CLASSES IN EDUCATION

The School of Education is prepared to conduct through the Extension Division extension courses in Education in the cities and towns of the State. The same credit is given for these extension classes as for residence work, provided the University entrance requirements are met. Groups wishing to organize extension classes should send in their applications early. The minimum number of students for which the Extension Division is willing to organize a class is usually held at fifteen. The request for such a class should be accompanied by a full statement of the probable enrollment, the general type of persons who wish to take the course, how frequently the class wishes to meet, where it will meet, who will have charge of the local organization arrangements, and what particular course is desired.

During the year 1924-25, Professor Mosher will conduct extension classes in Euducation in the eastern half of the States, and Professors Terry and Stevens will conduct classes in the western half. The members of School of Education staff doing regular class teaching in residence will be available for a few extension classes in the cities and towns in easy reach of Chapel Hill.

For full particulars, address either the Director of the Extension Division or the Dean of the School of Education.

Courses

E. 1a. FUNDAMENTALS OF EDUCATION: AN INTRODUCTION TO EDUCATIONAL PSYCHOLOGY.

Education is viewed in this course as a series of changes in individual pupils. The elementary principles of educational psychology will be illustrated and studied briefly through assigned readings, experiments, and discussions. (Sophomore course required of all students in the School of Education who do not elect Psychology 1-2.) *Sixteen double periods.* Credit, ½ course. Fee, $10.00. Professor Stevens.

E. 1b. FUNDAMENTALS OF EDUCATION. Continuation of E. 1a. *Sixteen double periods.* Credit, ½ course. Fee, $10.00. Professor Stevens.

E. 2a. PRINCIPLES OF EDUCATION. Sophomore course.

This course is introduced to give the student a general introduction to the field of education. It has two main objectives: First, to give information about the school as an institution in modern society; second, to indicate concretely some of the problems of the school and to acquaint the student with the modern scientific approach to such problems. It is designed for any student whether he intends to be a teacher or not. *Sixteen double periods.* Credit, ½ course. Fee, $10.00. Professor Terry.

E. 2b. PRINCIPLES OF EDUCATION. Sophomore course. Continuation of E. 2a.

Sixteen double periods. Credit, ½ course. Fee, $10.00. Professor Terry.

E. 4a. EDUCATIONAL SOCIOLOGY.

(For description of this course see E. 4a Educational Sociology listed under the School of Public Welfare.) *Sixteen double periods.* Credit, ½ course. Fee, $10.00. Professor Odum or Stevens.

E. 4b. EDUCATIONAL SOCIOLOGY. Continuation of E. 4a.

Sixteen double periods. Credit, ½ course. Fee, $10.00. Professor Odum or Stevens.

E. 20a. EDUCATIONAL PSYCHOLOGY.

To consider critically different topics, such as orignial nature of man, heredity versus environment, kinds of learning and factors influencing learning, individual differences, mental hygiene, mental measurement is the purpose of this course. *Sixteen double periods.* Credit, ½ course. Fee, $10.00. Professor Jordan or Stevens.

E. 20b. EDUCATIONAL PSYCHOLOGY. Continuation of E. 20a.

Sixteen double periods. Credit, ½ course. Fee, $10.00. Professor Jordan or Stevens.

E. 26a. PUBLIC SCHOOL EDUCATION IN THE SOUTH.

This course gives a historical survey of public school education in the Southern States with especial attention to its development in organization, administration, and supervision since 1876. Present-day questions in rural education are studied in the light of their historical development, and attention is given to the educational reorganizations needed for the proper solution of the new rural life problems. Textbook, lectures, investigations, and reports. *Sixteen double periods.* Credit, ½ course. Fee, $10.00. Professor Knight.

E. 26b. PUBLIC SCHOOL EDUCATION IN THE SOUTH. Continuation of E. 26a.

Sixteen double periods. Credit, ½ course. Fee, $10.00. Professor Knight.

E. 31a. RURAL SCHOOL ORGANIZATION AND ADMINISTRATION.

A course planned to meet the needs of students preparing to become rural school teachers, principals, supervisors, and superintendents. It gives consideration to the organization, administration, and supervision of rural school education in the United States, with especial emphasis on the present conditions in the South. The country as

the unit of administration and support, federal aid and a national program for rural educational work, the application of the principles, agencies, and methods of supervision to the rural school will be studied. Textbooks, lectures, special investigations, and reports. *Sixteen double periods.* Credit, ½ course. Fee, $10.00. Professor Knight.

E. 31b. RURAL SCHOOL ORGANIZATION AND ADMINISTRATION. Continuation of E. 31a.

Sixteen double periods. Credit, ½ course. Fee, $10.00. Professor Knight.

E. 36a. HISTORIC FOUNDATIONS OF MODERN EDUCATION.

This course traces the development of some of the more important educational problems of modern times as they have been affected by the social and political facts of history, by the contributions of the leading educational theorists, and by institutional practice. It deals with the growth of national systems of education and especially with the extension of popular education in the United States. *Sixteen double periods.* Credit, ½ course. Fee, $10.00. Professor Knight.

E. 36b. HISTORIC FOUNDATIONS OF MODERN EDUCATION. Continuation of E. 36a.

Sixteen double periods. Credit, ½ course. Fee, $10.00. Professor Knight.

E. 37a. PUBLIC EDUCATION IN THE UNITED STATES.

The purpose of this course is to present the evolution of the educational practices and institutions of the United States. The elementary school, the secondary school, and the institutions of higher learning will be traced through: (a) The period of transplanting of European institutions; (b) the period of modification of institutional life to meet new conditions; and (c) the period of development of an educational system of free common schools, high schools, state universities, and technical schools, in harmony with the political and social ideals and institutions of America. *Sixteen double periods.* Credit, ½ course. Fee, $10.00. Professor Knight or Mosher.

E. 37b. PUBLIC EDUCATION IN THE UNITED STATES. Continuation of E. 37a.

Sixteen double periods. Credit, ½ course. Fee, $10.00. Professor Knight or Mosher.

E. 42a. THE PUBLIC SCHOOL PRINCIPALSHIP.

This course considers those problems of the public school principal that have to do with the organization and administration of a school and with the supervision of the school plant and equipment. Textbook: Cubberley's *The Principal and His School. Sixteen double periods.* Credit, ½ course. Fee, $10.00. Professor Trabue.

E. 42b. THE PUBLIC SCHOOL PRINCIPALSHIP.

This course considers those problems of the public school principal that have to do with the improvement of instruction and of the course of study. Experience in teaching and Education 42a, or its equivalent, are prerequisites to this course. *Sixteen double periods.* Credit, ½ course. Fee, $10.00. Professor Trabue.

E. 43a. ELEMENTS OF STATISTICAL METHODS.

The first meeting in this course will consider various methods of collecting data for educational, psychological, social, and economic investigations. The interpretation of data by graphic and mathematical devices will be taught chiefly by examples. Numbering, tabulation, the calculation of averages and variabilities, the transmution of measures, and simple correlations will be included. Students will be required to plan experiments and statistical investigations for the solution of problems in their own fields of interest. Readings, demonstrations, problems, reports, and critical discussion. *Sixteen double periods.* Credit, ½ course. Fee, $10.00. Professor Trabue.

E. 43b. ELEMENTS OF STATISTICAL METHODS. Continuation of E. 43a.

Sixteen double periods. Credit, ½ course. Fee, $10.00. Professor Trabue.

E. 46a. CLASSROOM MANAGEMENT.

A course for prospective teachers on the organization and direction of activities in the classroom as distinguished from the administration of an entire school. Class routine, lesson planning, conduct of the recitation, and extra-curricular activities will be included. Textbook, special readings, observations, and reports. *Sixteen double periods.* Credit, ½ course. Fee, $10.00. Professor Stevens.

E. 46b. CLASSROOM MANAGEMENT. Continuation of E. 46a.

Sixteen double periods. Credit, ½ course. Fee, $10.00. Professor Stevens.

E. 51a. PRINCIPLES OF SECONDARY EDUCATION.

This course parallels the first half of Education 51 in the University catalogue. It is based directly upon Inglis' *Principles of Sec-*

ondary Education, Parts I and II. It deals with such topics as the secondary school pupils, their physical and mental traits and individual differences; the secondary school population, its character and classification; the historical development of secondary education in America and in other countries, its relation to elementary and higher education, the social principles determining it, and its aims and functions. *Sixteen double periods.* Credit, ½ course. Fee, $10.00. Professor Mosher.

E. 51b. PRINCIPLES OF SECONDARY EDUCATION.

This course parallels the second half of Education 51 in the University catalogue. It is based directly upon Inglis' *Principles of Secondary Education,* Part III. It deals with the "means and materials of secondary education." It takes up such topics as the program of studies, criteria of subject value; the place of the various high school subjects in the program of studies; the organization of secondary education, etc. *Sixteen double periods.* Credit, ½ course. Fee, $10.00. Professor Mosher.

E. 52a. GENERAL METHODS IN SECONDARY EDUCATION.

This course parallels the first half of Education 52 in the University catalogue. It is based upon Colvin's *Introduction to High School Teaching.* It deals with a general survey of the nature of the secondary school pupil and of the laws of learning which underlie and determine the conduct of the recitation and the management of the class. *Sixteen double periods.* Credit, ½ course. Fee, $10.00. Professor Mosher.

E. 52b. GENERAL METHODS IN SECONDARY EDUCATION.

This course parallels the second half of Education 52 in the University catalogue. It is based upon Parker's *Methods of Teaching in High Schools.* It deals with such topics as economy in class room management, types of learning involved in high school subjects, etc. *Sixteen double periods.* Credit, ½ course. Fee, $10.00. Professor Mosher.

E. 55a. SOCIAL POLICY AND EDUCATION.

Fundamental problems in the social and ethical theory of education. Throughout the course the school as a social agency is considered from the standpoint of the social ideals and the social organization peculiar to the American Democracy. Problems of social progress are treated from the standpoint of education, an attempt is made to define a social policy for education, and the vital educational issues involved in that policy are freely discussed. Textbook, lectures and special investigations. *Sixteen double periods.* Credit, ½ course. Fee, $10.00. Professor Mosher.

E. 55b. SOCIAL POLICY AND EDUCATION. Continuation of E. 55a. *Sixteen double periods.* Credit, ½ course. Fee, $10.00. Professor Mosher.

E. 62a. TESTS AND MEASUREMENTS.

This course consists of demonstrations, practical exercises, reading, and lectures in the field of educational and mental tests. Each student administers various tests to an entire class of pupils and reports the results to the instructor. Methods of interpretation and statistical analysis are mastered by easy stages, and a background for the critical study of new tests is developed. Textbook: Trabue's *Measuring Results in Education. Sixteen double periods.* Credit, ½ course, Fee, $10.00. Professor Trabue, Jordan, Terry, or Stevens.

E. 62b. TESTS AND MEASUEMENTS. Continuation of E. 62a.

Sixteen double periods. Credit, ½ course. Fee, $10.00. Professor Trabue, Jordan, Terry, or Stevens.

E. 63. PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS.

The psychological processes involved in the learning of reading, writing, arithmetic, history, and geography. The application of the laws of learning is made to the arrangement of material within each subject. (This course parallels s 63 in the summer school catalogue.) *Sixteen double periods.* Credit, ½ course. Fee, $10.00. Professor Jordan.

CORRESPONDENCE COURSES IN EDUCATION

For the year 1924-'25 the School of Education is offering through the University Extension Division the correspondence courses outlined below. Full particulars regarding correspondence instruction may be had by addressing the Extension Division and asking for its litreature on this subject.

Courses

c 1a. FUNDAMENTALS OF EDUCATION: AN INTRODUCTION TO EDUCATIONAL PSYCHOLOGY. Sophomore course.

Education is viewed in this course as a series of changes in individual pupils. The elementary principles of educational psychology will be illustrated and studied briefly through assigned readings, experiments, and discussions. *Sixteen assignments.* Credit, ½ course. Fee, $6.50. Professors Jordan and Stevens.

c 1b. FUNDAMENTALS OF EDUCATION. Sophomore course.

Continuation of c 1a. *Sixteen assignments.* Credit, ½ course. Fee, $6.50. Professors Jordan and Stevens.

c 2a. PRINCIPLES OF EDUCATION. Sophomore course.

This course is introduced to give the student a general introduction to the field of education. It has two main objectives: first, to give information about the school as an institution in modern society; second, to indicate concretely some of the problems of the school and to acquaint the student with the modern scientific approach to such problems. It is designed for any student whether he intends to be a teacher or not. *Sixteen assignments.* Credit, ½ course. Fee, $6.50.

c 2b. PRINCIPLES OF EDUCATION. Sophomore course.

Continuation of c 2a. *Sixteen assignments.* Credit, ½ course. Fee, $6.50.

c 4a. EDUCATIONAL SOCIOLOGY. (See Sociology c 4a.)

c 4b. EDUCATIONAL SOCIOLOGY. (See Sociology c 4b.)

c 20a. EDUCATIONAL PSYCHOLOGY. Junior-Senior course.

To consider critically different topics, such as original nature of man, heredity versus environment, kinds of learning and factors influencing learning, individual differences, mental hygiene, mental measurement. *Sixteen assignments.* Credit, ½ course. Fee, $6.50. Professor Jordan.

c 20b. EDUCATIONAL PSYCHOLOGY. Junior-Senior course.

Continuation of c 20a. *Sixteen assignments.* Credit, ½ course. Fee, $6.50. Professor Jordan.

c 26. PUBLIC SCHOOL EDUCATION IN THE SOUTH.

This course gives a historical survey of public school education in the Southern States with special attention to its development in organization, administration, and supervision since 1876. Present-day questions in rural education are studied in the light of their historical development, and attention is given to the educational reorganizations needed for the proper solution of the new rural life problems. *Twenty-five assignments.* Credit, 1 course. Fee, $12.00. Professor Knight.

c 31. RURAL EDUCATION.

This course is planned for teachers and prospective teachers and principals of rural or village schools, county superintendents, and supervisors. Consideration is given to the principal problems of rural education in the United States with special emphasis on conditions in North Carolina. Attention is given to importance and condition of the rural school, and to plans for improving rural education. The curriculum, problems of support, administration, health, recreation, the county unit plan, and consolidation and transportation will be studied. *Twenty-four assignments.* Credit, 1 course. Fee, $12.00. Professor Knight.

c 36a. HISTORIC FOUNDATIONS OF MODERN EDUCATION. Junior and Senior elective.

This course traces the development of some of the more important educational problems of modern times as they have been affected by the social and political facts of history, by the contributions of the leading educational theorists, and by institutional practice. It deals with the growth of national systems of education and especially with the extension of popular education in the United States. *Sixteen assignments.* Credit, ½ course. Fee, $6.50. Professor Knight.

c 36b. HISTORIC FOUNDATIONS OF MODERN EDUCATION. Junior and Senior elective.

Continuation of c 36a. *Sixteen assignments.* Credit, ½ course. Fee, $6.50. Professor Knight.

c 37a. PUBLIC EDUCATION IN THE UNITED STATES. Junior and Senior elective.

The purpose of this course is to present the evolution of the educational practices and institutions of the United States. The elementary school, the secondary school, and the institutions of higher learning will be traced through (a) the period of transplanting of European institutions; (b) the period of modifications of institutional life to meet new conditions; and (c) the period of development of an educational system of free common schools, high schools,

state universities, and technical schools, in harmony with the political and social ideals and institutions of America. *Sixteen assignments.* Credit, ½ course. Fee, $6.50. Professor Knight.

c 37b. PUBLIC EDUCATION IN THE UNITED STATES. Junior and Senior elective.

Continuation of c 37a. *Sixteen assignments.* Credit, ½ course. Fee, $6.50. Professor Knight.

c 42a. THE PUBLIC SCHOOL PRINCIPALSHIP.

This course considers those problems of the public school principal that have to do with the organization and administration of a school and with the supervision of the school plant and equipment. Textbook: Cubberley's *The Principal and His School. Sixteen assignments.* Credit, ½ course. Fee, $6.50. Professor Trabue.

c 42b. THE PUBLIC SCHOOL PRINCIPALSHIP.

This course considers those problems of the public school principal that have to do with the improvement of instruction and of the course of study. Experience in teaching and Education 42a, or its equivalent, are prerequisites to this course. (Not offered until January 1, 1925.) *Sixteen assignments.* Credit, ½ course. Fee, $6.50. Professor Trabue.

c 46a. CLASSROOM MANAGEMENT.

A course for teachers on the organization and direction of activities in the classroom as distinguished from the administration of an entire school. Class routine, lesson planning, conduct of the recitation, and extra-curricular activities will be included. *Sixteen assignments.* Credit, ½ course. Fee, $6.50. Professor Trabue.

c 51. THE TEACHING OF MATHEMATICS IN THE HIGH SCHOOL.

(See course number c 51 under Department of Mathematics.)

c 51a. PRINCIPLES OF SECONDARY EDUCATION.

This course parallels the first half of Education 51 in the University catalogue. It is based directly upon Inglis's *Principles of Secondary Education,* Parts I and II. It deals with such topics as the secondary school pupils, their physical and mental traits and individual differences; the secondary school population, its character and classification; the historical development of secondary education in America and in other countries, its relation to elementary and higher education, the social principles determining it and its aims and functions. *Sixteen assignments.* Credit, ½ course. Fee, $6.50. Professor Mosher.

c 51b. PRINCIPLES OF SECONDARY EDUCATION.

This course parallels the second half of Education 51 in the University catalogue. It is based directly upon Inglis's *Principles of Secondary Education,* Part III. It deals with the "means and materials of secondary education." It takes up such topics as the program of studies; criteria of subject values; the place of the various high school subjects in the program of studies; the organization of secondary education, etc. *Sixteen assignments.* Credit, ½ course. Fee, $6.50. Professor Mosher.

NOTE: Either half of Education 51 may be taken by correspondence and the other half may be taken in the summer school.

c 52a. GENERAL METHODS IN SECONDARY EDUCATION.

This course parallels the first half of Education 52 in the University catalogue. It is based upon Colvin's *Introduction to High School Teaching.* It deals with a general survey of the nature of the secondary school pupil and of the subject matter taught in secondary schools; a study of the laws of learning which underlie and determine the conduct of the recitation and the management of the class. *Sixteen assignments.* Credit, ½ course. Fee, $6.50. Professor Mosher.

c 52b. GENERAL METHODS OF SECONDARY EDUCATION.

This course parallels the second half of Education 52 in the University catalogue. It is based upon Parker's *Methods of Teaching in High Schools.* It deals with such topics as economy in class room management, types of learning involved in high school subjects, etc. *Sixteen assignments.* Credit ½ course. Fee, $6.50. Professor Mosher.

NOTE: Either half of Education 52 may be taken by correspondence and the other half may be taken in the summer school.

NOTE: Those who have taken the course listed as c2 in previous years are not eligible to take c51a or c51b, and those who have taken c3 are not eligible to take c52a or c52b.

c 55. SOCIAL POLICY AND EDUCATION. Senior course.

Fundamental problems in the social and ethical theory of education. This course deals with problems of social progress from the standpoint of education, attempts to define a social policy for education, and discusses the vital educational issues involved in that policy. *Twenty-seven assignments.* Credit, 1 course. Fee, $12.00. Professor Mosher.

c62a. TESTS AND MEASUREMENTS IN ELEMENTARY EDUCATION.

This course is designed for those teachers who have not had any previous instruction in measurements and statistics. The theory of

educational measurements will be developed from discussions of specific measuring scales. Emphasis will be placed upon sane interpretations of the results of testing and upon a reasonable program looking to the improvement of small school systems. Textbook: Trabue's *Measuring Results in Education. Sixteen assignments.* Credit, ½ course. Fee, $6.50. Professor Trabue.

c 62b. TESTS AND MEASUREMENTS IN ELEMENTARY EDUCATION.

This course consists in the practical application of the principles discussed in c62a. The work will include (1) the actual giving of certain specified tests to a group of at least 35 pupils in a classroom and (2) the intrepretation and use of the resulting scores in the improvement of instruction in the classroom studied. Test blanks and supplies for this work may be purchased directly from the publishers or they will be supplied at cost by the Extension Division. *Sixteen assignments.* Credit, ½ course. Fee, $6.50. Professor Trabue.

c 91. THE TEACHING OF ENGLISH.

(See c 91 under Department of English.)

MISCELLANEOUS ACTIVITIES

BUREAU OF EDUCATIONAL RESEARCH

The Bureau of Educational Research was organized in the School of Education on July 1, 1923, for the purpose of conducting and encouraging scientific research in the public schools of the state of North Carolina. This Bureau serves as a clearing-house for exact information about educational conditions in the state, collects and assembles the results of investigations conducted by other agencies dealing with social work, and carries on independent studies of a scientific nature. Standard scales and tests for measuring the work of the schools may be purchased at cost through the Bureau.

The staff of the Bureau is at present composed of the professors in the School of Education and one Statistical Assistant. The Bureau is equipped to conduct surveys of any phase of school efficiency, and its services are given without charge to public schools in the state. Schools in other states will be charged a reasonable price for services rendered. Correspondence regarding investigations should be addressed to Dr. M. R. Trabue, Director of the Bureau of Educational Research.

TEACHERS BUREAU

The School of Education conducts a teachers bureau which is at the service of teachers and school officials without any cost to them whatsoever. The annual registration of teachers runs from 300 to 500, most of whom register with it in the Summer School.

THE HIGH SCHOOL JOURNAL

The *High School Journal* is published eight times a year by the School of Education. All the professors in the school contribute to its columns, as do other members of the University faculty. The subscription price is $1.50 a year. The Editorial Board is composed of the professors in the School of Education.

ORANGE COUNTY SCHOOLS

The School of Education coöperates with the Orange county school officials in the administration and supervision of the public schools of the county. This phase of our work is conducted by Dr. E. W. Knight, who meets regularly with the county board of education to give such expert advice and assistance as the board may need or desire. Dr. Knight also serves without pay as Assistant County Superintendent of Schools.

EDUCATIONAL INFORMATION AND ASSISTANCE

The members of the School of Education, by virtue of their close contact with the schools of the State, their wide acquaintance with school officials, and their practical and theoretical knowledge of the State's school problems, are obliged to carry on constantly a rather considerable correspondence. Every year they are called upon by school officials and teachers to answer hundred of letters of inquiry relating to every conceivable phase of educational administration and school procedure. There is no charge whatsoever for this service.

THE MURPHEY CLUB

The Murphey Club is an informal organization of the students and faculty of the School of Education for the study of current educational problems. The Club holds monthly meetings throughout the college year.